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## **Ormiston Academy Trust Trauma-Informed Short Term Management Intervention Centres**

Appendices

May 2026

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Centre for  
Evidence and  
Implementation



This project is part of a joint funding round with the Youth Endowment Fund (YEF). The YEF and the Education Endowment Foundation (EEF) are partnering to find, fund, and evaluate programmes and practices in England and Wales that could keep children safe from involvement in violence and/or improve academic attainment, by increasing school presence.

The YEF and the EEF have independently followed their internal review process for the projects they manage in this joint funding partnership.




The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, nurseries and colleges to improve teaching and learning for 2 – 19-year-olds through better use of evidence.


We do this by:


- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were re-endowed with an additional £137m, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:

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 [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)



## About the Youth Endowment Fund


The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.


Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we will fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We will build that knowledge through our various grant rounds and funding activity.


And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we will ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we will do it. At its heart it says that we will fund good work, find what works, and work for change. You can read it [here](#).

For more information about the YEF or this report please contact:

 Youth Endowment Fund  
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 [hello@youthendowmentfund.org.uk](mailto:hello@youthendowmentfund.org.uk)

 [www.youthendowmentfund.org.uk](http://www.youthendowmentfund.org.uk)

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# Appendix A: Memorandum of Understanding

## Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

This memorandum of understanding outlines the relationship and expectations between the Ormiston Academies Trust (OAT) and the [school name] for participating in the Managed Intervention Centre (MIC) and its evaluation: April 2024 – March 2025. This agreement is not intended to be, nor will it have, any legally binding effect.

If you agree to take part and accept the terms outlined below, please sign and return to Wasim Butt via email (Wasim.butt@ormistonacademies.co.uk)

### 1/ Overview

The Education Endowment Foundation (EEF), Youth Endowment Fund (YEF) and Ormiston Academies Trust are funding the pilot of the MIC approach aimed at reducing the risk of permanent exclusion and behavioural difficulties among pupils. The pilot will last for three academic terms beginning April 2024 and finishing March 2025. Two MICs will be established; one in Stoke on Trent and one in Great Yarmouth. Each participating school will be provided with access to one of the two MICs for referring pupils at risk of permanent exclusion.

The programme will be delivered by the MIC staff under the leadership of OAT and independently evaluated by the Centre for Evidence and Implementation (CEI) with funding of EEF and YEF.

### 2/ School and pupil eligibility

In this pilot phase, 8-10 OAT schools in Stoke on Trent and Great Yarmouth will be accessing the intervention. Each participating school will be invited to refer pupils for 5-week intervention placements for three academic terms. Schools will use OAT's 'Disaffection Matrix' that has been designed to highlight two things; areas for development in terms of staff strategies for responding to difficult behaviour and identifying pupils who might benefit from MIC support. It is intended that the cross-referencing between the two sections highlights a combination of pupil needs as well as strengths and weaknesses in school strategies.

The matrix is intended to be used in supporting the referral of pupils and/ or the identification of school development themes.

Schools will refer pupils based on the following criteria –

- Those pupils who have had multiple suspensions and/or at risk of permanent exclusion
- AND pupils are in Years 7, 8, 9 and 10. [Pupils in Year 11 are not eligible for referral]
- AND / or schools have exhausted internal behaviour approaches for these pupils.

MICs do not accept students with an education, health and care (EHC) plan, unless this has been specifically discussed with staff and agreed that their specific needs can be met.

Students can only be referred once to an MIC for an intervention placement.

### 3/ Programme costs for schools

All programme resources, up-front training and follow-on support are provided at a nominal one-off fee of £500 per school.

Schools are asked to contribute in-kind through releasing their staff for participating in research activities, training in Trauma-Informed practices, ongoing meetings with MIC lead teacher.

## 4/ The Intervention: MIC Approach

The MIC approach consist of the following elements:

- Small scale units, with a maximum of 15 pupils from all participating schools in each MIC at any one time. 4 members of MIC staff (1 x Lead Teacher, 1 x Teacher, 2x Learning Support Assistants).
- Offsite location. Transport to and from the MIC will be provided for pupils attending.
- Five-week intervention. Each referred pupil attends for five weeks. Pupils may only access the MIC once during their mainstream schooling i.e. they cannot attend for multiple five week interventions or use the five weeks in multiple placements.
- Pre-induction checks per pupil using the OAT Referral form to better understand the context and safeguarding needs of the pupil.
- School staff representative attends the intake meeting at the MIC.
- Trauma-informed approach with a common trauma framework shared between the MIC and referring schools.
- Bespoke Relationship, Health, Social Education RHSE curriculum to address aspects of behaviour and regulation.
- Bespoke merit chart for each pupil to track their behaviour and strengths and areas for development during their placement.
- Trauma-informed exit plan for every pupil to be provided to the referring school with a representative attending the exit meeting. The exit plan contains a summary of the placement and suggestions that the school can implement to help the pupil. These will be communicated through half-termly reviews between MIC staff and referring school.
- School DSLs remain responsible safeguarding leads for their pupils at the MICs.

## 5/ What are the potential benefits and risks for my school?

OAT has been running three MICs in London since 2013. The MICs have shown preliminary evidence in helping children at risk of permanent exclusion cope in a mainstream school setting – 69% of children who attended either remain in a mainstream school or completed their education in a mainstream setting. Participation also comes with benefits such as

- High quality training and professional development opportunities for your staff in trauma-informed approaches. Referring school staff, including members of the SLT, will receive training in the ARC framework to have a shared understanding and common language for trauma-informed practice.
- The chance to pioneer and shape a pilot project and to contribute to the wider knowledge base.

Potential risks could entail –

- There is a risk that the distance that pupils need to travel to attend the MIC will negatively impact on their attendance and punctuality. Transport to and from the MIC will be provided for pupils attending to mitigate this risk.
- Pupils referred to the MICs will have disrupted school history and have spent time in internal seclusion, pastoral support units and/or been suspended. Removing them from the mainstream school for a fixed period could be difficult. This will be managed through trauma-informed practices that apply strategies to reduce the stress to students.
- Although the pupils referred to the MICs, will typically have a history of poor engagement as a result of poor behaviour, there is a risk of long-term academic attainment being negatively affected by students attending the MIC due to missing out on classes and school work in their mainstream school. To mitigate against this risk, students will continue to learn core subject skills, with the possibility of asking KS3 students to complete work or assessments provided by their mainstream school if required. Year 10 students will be required to complete work provided by the mainstream school during their placement.
- There is a potential risk of pupil behaviour being negatively affected by the behaviour of other pupils at the MIC (e.g., by copying behaviour). This risk will be mitigated by the delivery of the RHSE curriculum mentioned above as well focussing on their individual behaviour positive and negative.

## 6/ Evaluation

The evaluation will assess if the intervention was delivered as planned, whether the training and support to schools is considered sufficient, explore the perceived impacts of the intervention on pupils' self-awareness, behaviour and engagement with school, probe any unintended consequences of the programme, and explore if the intervention is ready to be scaled up for a larger evaluation.

The evaluation will use data collected by OAT as well as collect independent data.

From schools, OAT needs to share data in relation to school staff attendance of trauma-informed training, their role/position within the schools, their names, and email address.

OAT will also share data on pupils referred to MICs – names, date of birth, postcodes, UPN, School URN, School LAESTAB, ethnicity, sex, age, year group, SEND status, FSM eligibility, EAL, looked after status, children in need or other agency involvement, Education, health and care plan, the reason for referral, strengths and difficulties questionnaires completed by pupils at the start and end of their placement, their attendance at the MIC, content of the trauma-informed exit plans (for randomly selected sub-sample of pupils), completion of MIC programme activities and follow-up data with regards to student outcomes (i.e., whether stay in school, make planned transfer or go onto other outcomes).

The CEI evaluation team will independently collect the following information from participating schools:

- **Post training survey** (approx. 8 min) which all school staff members who have attended the trauma-informed training will be invited to complete to capture feedback about the training, as well as information about learning and plans.
- **Online survey** (approx. 20 min) of senior leaders, heads of year and lead contacts across all participating schools in the final half term (2025), with questions on induction and liaison with MIC and OAT, perceived impacts for young people, feasibility and implementation of trauma-informed exit plans.
- **Observation of randomly selected half-termly review meetings** between the MIC staff and participating schools. These will provide information on issues occurring during implementation, and the experience of participating schools. Observations will be captured in written notes with no visual or audio recording.
- **Virtual / phone semi-structured interviews** (45-60 min) with selected senior leaders, heads of year and lead contacts in participating schools. Interviews will explore the interface and liaison with the MICs and OAT, perceived impacts on young people, feasibility of implementing the trauma-informed exit plans, and potential changes made by schools in response. Interviews will be audio-recorded and transcribed verbatim, for full analysis. The audio recordings will be destroyed securely as soon as the transcription is completed. Interviews will be scheduled at a time that is convenient for school staff, with sufficient lead time.

Appropriate informed ethical consent will be sought from all participants separately, prior to participating in any activity.

## 7/ Data protection

To account for the relevant data protection legislation in the UK, the colleagues from OAT and CEI, have conducted a Data Protection Impact Assessment (DPIA). This was to identify any risks to individual's whose data is being used in this evaluation. Data will be held securely, accessible only to the project team.

All data collected by CEI directly (Post training survey, Survey of school staff, Observations of half-termly review meetings, Virtual semi-structured interviews with school staff) will be pseudonymised with no data shared with OAT or EEF/YEF. Data related to school staff attendance of trauma-informed training shared by OAT with CEI will be in an anonymous format.

As part of the data protection practices for research and any sharing of personal data, OAT and CEI have entered into a Data Sharing Agreement in accordance with the Information Commissioner's Office data sharing code of conduct. Data will be transferred via a password encrypted email. All data held by CEI (those collected directly and those shared by OAT), will be deleted within 2 years of completion of the project.

At the end of the evaluation, CEI will share data on referred pupils with the EEF and FFT Education (EEF's data processor for their archive). All EEF trial data is stored in the EEF data archive, held within the ONS SRS. The archive does not contain

direct identifiers like pupil name, contact details and date of birth, but does hold a Pupil Matching Reference (PMR). The PMR is used for further matching to the NPD and other administrative datasets that may be required as part of subsequent research. We will not use pupil names or school names in any report arising from the research. For information on how the EEF will use and protect participants' data, please see their **Data Protection Statement here**.

The legal basis for processing personal data will be Article 6.1 e (public task) and f (legitimate interest), while Article 9.2(j) will be used for EEF/YEF data archiving requirements.

Relevant data privacy notice has also been produced by CEI; this will provide sufficient accountability for data protection practices within the evaluation. CEI will hold personal data on staff names and contact details to enable us contacting them for conduct of evaluation activities. CEI will hold detailed personal data on pupils (as outlined in Section 6). For more details on these data please refer to the Data Privacy Notice <link>.

## 8/ Timeline

• Schools sign MOUs	End of Nov 2023
• Schools update behaviour policy updated to include MIC	Dec 2023
• Academy staff participate in Trauma-informed Training	Spring 2024
• <i>CEI led research activity</i> - School staff complete online post-training survey	Spring 2024
• Academy Staff participate in MIC induction Training	Jan -March 2024
• Schools Identify pupils who will benefit from MIC	From Jan 2024-2025
• MIC/schools undertake pre-Induction checks	From Feb 2024-2025
• School/MIC Pre- and post-placement pupil behaviour assessment (SDQ)	April 2024-April 2025
• <i>CEI led research activity</i> – school staff interviews	From May 2024- Feb 2025
• Post MIC behaviour assessment	From Summer 2024-25
• School/MIC Lead hold termly meetings	Summer 2024-2025
• <i>CEI led research activity</i> – observation of half-termly review meetings	Summer 2024-2025
• <i>CEI led research activity</i> – school staff online survey	March 2025
• Academy staff participate in ongoing training	Ongoing
• Schools contribute to OAT end of project report	March-June 2025

## 9/ Responsibilities

### Responsibilities of the independent evaluator / CEI:

- Be a point of contact for all queries about the research activities.
- Collect and analyse data from schools for the purpose of this evaluation and for EEF data archiving purposes.
- Ensure all data is held and shared securely, in line with GDPR and Privacy Notices.
- Communicate when data collection activities will be scheduled, giving at least 2 weeks' notice, to schools.

### Responsibilities of the Participating School

- Pay a £500 nominal fee for the provision.
- Amend your behaviour policy to include referral to the MIC so that pupils, parents/carers understand the role of the MIC and understand the conditions under which they will be asked to attend.
- Facilitate participation of school staff, including members of the SLT, to Trauma-informed training to be delivered by the UK licenced ARC Trainer Kati Taunt so that the MIC and referring schools use common and consistent terminology – convenient dates will be arranged.
- Be open to accommodate elements of Trauma-informed Practice as suggested by the MIC in the exit plans to help children regulate in a mainstream setting e.g. using a fidget toy, having 5 minutes 'timeout', offering self-calming techniques such as mindfulness.
- Appoint a senior member of staff to be the point of contact with the MIC, to complete referrals, to liaise with parents/carers and to attend induction and exit interviews at the MIC.

- Ensure there are smooth referral processes in place to maximise the use of your places e.g. as one placement is ending, another child is being referred and getting ready to start. We anticipate that the 5 week intervention placements will be carried out per half term, enabling exit plans to complete and new referral forms to be processed prior to the new half term.
- Contribute to OAT end of project report.
- Commit to participation in all evaluation activities as outlined in this MoU.
- Agree to the sharing of staff data with CEI as outlined in this MoU.
- Agree to the sharing of pupil's data with CEI, EEF both for the purpose of this evaluation and for data archive.

## 10/ Points of Contact:

Ormiston Academy Trust:  
Wasim Butt  
Director for AP and Special  
ContactWasim.butt@ormistonacademies.co.uk

[Participating School name]:  
Lead Contact Name:  
Role:  
Contact:

### **Signed on behalf of Ormiston Academy Trust:**

Name:  
Signature:  
Role:  
Date:

### **Signed by Principal of {Participating School}:**

Name:  
Signature:  
Role:  
Date:

**Please return this signed MOU to: [email address]**

## Appendix B: School Information Sheet

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

**PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS**

#### Section 1: Taking Part

The Ormiston Academies Trust (OAT) warmly invites schools in Stoke on Trent and Great Yarmouth to participate in a funded pilot evaluation of the Managed Intervention Centres (MICs) aimed at reducing the risk of permanent exclusion and behavioural difficulties among pupils.

##### **What is the Management Intervention approach?**

The MICs work in partnership with schools to offer early behaviour intervention and support to students at risk of exclusion from mainstream education. MICs offer a trauma-informed, short-term intervention programme with placements of five weeks. The project has been introduced in meetings organized by the Ormiston Academies Trust (OAT), and details regarding the pilot evaluation are provided in the Memorandum of Understanding shared with schools. Further details can also be found in the school handbook that will be shared by OAT.

##### **Who is responsible for this study?**

OAT is responsible for the set up and management of the MICs, and for overseeing the delivery of the management intervention by MIC staff (employed by OAT). The programme is being independently evaluated by the Centre for Evidence and Implementation (CEI), an organisation with significant experience undertaking research and evaluation in schools. The pilot evaluation is funded by the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF), as part of a joint funding round to build evidence of what works to improve attendance and reduce exclusions in schools.

##### **What does taking part in the evaluation involve?**

The evaluation of the MIC will be led by CEI and aims to obtain feedback on the feasibility of delivery of the MIC approach and views of school staff on its impacts. The evaluation will assess if the intervention was delivered as planned, whether the training and support to schools is considered sufficient, explore the perceived impacts of the intervention on pupils' self-awareness, behaviour and engagement with school, probe any unintended consequences of the programme, and explore if the intervention is ready to be scaled up for a larger evaluation. The evaluation will use data collected by OAT as well as collect independent data.

OAT will share relevant data from the programme with CEI for evaluation purposes under a legal data sharing agreement. From schools, OAT will share data in relation to school staff attendance of trauma-informed training, their role/position within the schools, their names, and email address.

OAT will also share data on pupils referred to MICs – names, date of birth, postcodes, school URN, school LAESTAB, UPN, ethnicity, sex, age, year group, specific vulnerabilities or needs (Looked after Children; Children in Need or other agency involvement; Education, health and care plan; Special educational need or other need; Free school meals, English as Additional Language), the reason for referral, strengths and difficulties questionnaires completed by pupils at the start and end of their placement, their attendance at the MIC completion of MIC programme activities, content of the trauma informed exit plans (for randomly selected sub-sample of pupils), and follow-up data with regards to student outcomes (i.e., whether stay in school, make planned transfer or go onto other outcomes).

CEI will also independently carry out evaluation activities: an online post-training survey (approx. 8 min) with school staff who have attended the trauma-informed practice training; an online survey (approx. 20 min) of senior leaders, heads of year and lead contacts across all participating schools in the final half term (2025), virtual/phone interviews (45-60 min)

with around 2 staff per school (senior leaders, heads of year, lead contacts), observations of randomly selected half-termly review meetings between the MIC staff and participating schools, observation of 2 days of delivery in each MIC.

Appropriate informed ethical consent will be sought from all participants separately, prior to participating in any activity. Information about how data is held and used, and the rights of schools and each participant will be explained through Data Privacy Notices.

### **Do I have to take part?**

All OAT schools in Stoke on Trent and Great Yarmouth are invited to take part in the programme. Schools that decide to take part in the programme are expected to contribute to the evaluation and take part in relevant data collection activities. Where schools have concerns around the evaluation, and would like more details, please contact Sweta Gupta at CEI (contact details below).

Senior leaders, heads of year, lead contacts and other trained school staff across all participating schools will be asked separately for consent to participating in the relevant *evaluation* activities, if the school consents to participating in the programme.

Parents/carers of all pupils referred to the MIC will need to be informed about the evaluation using a parent/carer information sheet that is sent to them, by your school. Parents/carers can choose to withdraw from the *evaluation*, i.e., withdrawing their child's data from being shared with CEI. They will be able to do this using the withdrawal form and returning it to the school.

### **What are the possible benefits in taking part?**

By participating, you will contribute to the testing and refining of the MIC approach, that could potentially be scaled up and tested further with a larger number of schools.

### **Who has reviewed this study?**

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

## **Section 2: Data**

### **Will my school's participation be kept confidential?**

All information collected will be kept confidentially and will be used for research purposes only. Any data is kept secure and used only in the way described in this information sheet. Your school will not be named in any research reports.

### **What will happen to the results of the study?**

The evaluation report will be peer reviewed and published on the EEF and YEF websites and disseminated through their networks and processes. Findings may also be disseminated via research publications. Participants' anonymity will be ensured in all publications – no names of schools, staff or children or other identifiable information will be reported. Short quotes from interviews will be included in publications, but these will never be identifiable to an individual, and contextual information that could identify an individual would not be used.

### **Will my school's data be shared or used in future studies?**

The data from school staff interviews, online staff surveys, and observations, will not be shared or used in future research.

Every time EEF and YEF support an evaluation, they ask that certain data be submitted to a secure archive held by Office for National Statistics (ONS). This is done so that they can understand which approaches are most effective and can follow-up on children's progress using other administrative data collected and held by ONS. As part of this study, CEI will therefore submit the data on referred pupils to the EEF data archive at the end of project in September 2025. The archive does not contain identifying information like pupil name, contact details and date of birth, but does hold a Pupil Matching

Reference (PMR). The PMR is used for further matching to the National Pupil Database and other administrative datasets that may be required as part of subsequent research.

**What personal data will be collected and how will it be handled?**

CEI have produced a [Data Privacy Notice](#)<sup>1</sup> which outlines your rights as a participant in this study. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use personal data by contacting [dpo@theevidencequarter.com](mailto:dpo@theevidencequarter.com) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

Further information related to the data archive created on behalf of EEF, can be found in their **Data Privacy Notice**.

### Section 3: Timetable

Evaluation activities are in italic and indicated with \*.

<b>Date</b>	<b>Activity</b>
Spring 2024	Key school staff participate in initial trauma-informed practice training
Spring 2024	Academy Staff participate in MIC induction training
May 2024	<i>All school staff who have attended trauma-informed practice training complete online survey*</i>
June 2024-May 2025	Referrals, placements, MIC programme delivery
Summer 2024- Summer 2025	Termly meetings with MIC Lead <i>Evaluation team observes randomly selected half-termly review meetings. This will be communicated in advance and verbal consent will be sought from lead contact at school*</i>
Spread between June 2024 – May 2025	<i>Virtual / phone interviews with senior leaders, heads of year, lead contacts, virtual school heads (around 2 staff per school)*</i>
May 2025	<i>Online survey of senior leaders, heads of year and lead contacts*</i>

### Section 4: Further Information

If you have any further questions or require more information about the delivery of the Managed Intervention Centres, please contact OAT using the following contact details:

Wasim Butt, Director for AP & Special schools; [Wasim.butt@ormistonacademies.co.uk](mailto:Wasim.butt@ormistonacademies.co.uk)

If you have any questions or require more information about the evaluation, please contact CEI using the following contact details:

Katherine Young  
 Centre for Evidence and Implementation  
 The Evidence Quarter, Albany House, London, SW1H 9EA  
[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

<sup>1</sup> [https://www.ceiglobal.org/sites/default/files/uploads/files/MIC%20Data%20privacy%20notice\\_22%2011%202023.pdf](https://www.ceiglobal.org/sites/default/files/uploads/files/MIC%20Data%20privacy%20notice_22%2011%202023.pdf)

## Appendix C: School Staff Information Sheet

### SCHOOL STAFF INFORMATION SHEET

#### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS

#### Section 1: Taking part

Your school is taking part in a funded pilot evaluation of the Managed Intervention Centres (MICs) aimed at reducing the risk of permanent exclusion and behavioural difficulties among pupils.

#### What is the Management Intervention approach?

MICs work in partnership with schools to offer early behaviour intervention and support to students at risk of exclusion from mainstream education. MICs provide off-site, five-week trauma-informed placements to Year 7 – Year 10 pupils whose behaviour in referring schools continue to cause concern after having exhausted the school's internal behaviour approaches. During their placement pupils will continue to learn core subject skills, and follow an enhanced programme of lessons aimed at addressing behaviour for learning, life choices, and wellbeing. Individual trauma-informed reintegration plans are shared for each pupil at the end of their placement to support school staff with strategies to manage potential behaviour difficulties. Key staff at your school will also receive training in trauma-informed practice to support a shared understanding and common language.

#### Who is responsible for the study?

The new MICs in Stoke on Trent and Lowestoft are being set up by the Ormiston Academies Trust (OAT) with funding from the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF). As part of this funding, the Centre for Evidence and Implementation (CEI) will independently evaluate the MICs. CEI's role is to collect feedback from school staff and MIC staff, as well as analyse data on children's progress during their placement.

#### Why am I being invited to take part in the evaluation?

Your school has agreed to take part in the pilot and to refer eligible pupils to the MIC during three terms April 2024 - March 2025. CEI would like to invite you to take part in the evaluation of the MIC approach given your role in the school and/or your involvement in the partnership with the MIC. Your insights about the feasibility of the intervention and your views on the impact on pupils will be very valuable.

#### What does taking part in the evaluation involve?

As part of the evaluation, OAT will share staff name and contact details involved with the MIC, with CEI. Information on staff attendance at the trauma-informed practice training will be also shared with CEI for evaluation purposes under a legal data sharing agreement.

All staff who have attended the trauma-informed practice training will be invited to take part in a short online survey around July 2024. The survey will ask questions about your feedback on the training, your understanding of trauma-informed practice, and potential plans to apply training content. The survey will take approximately 8-10 minutes to complete.

All school staff involved in the partnership with MIC will be invited to take part in an online survey towards the end of the pilot (around May 2025). This survey will take approximately 20 minutes to complete and will include questions about your school's liaison and engagement with the MIC, feasibility and implementation of trauma-informed reintegration plans, and perceived impacts for pupils.

Some staff will be invited to take part in an interview, conducted by phone or virtual platform (e.g., TEAMS) between June 2024 and May 2025. These interviews will discuss the above-mentioned survey topics in more detail. The interview will last around 45-60 minutes and will be audio-recorded; the audio recording will be destroyed securely after the interview has been transcribed.

CEI will observe a small number of randomly selected half-termly review meetings between the MIC and participating schools. All observations will be captured as written notes and no participant will be identified.

### **What are the possible benefits in taking part?**

By participating, you will contribute to the testing and refining of the MIC approach, that could potentially be scaled up and tested further with a larger number of schools.

### **Are there any potential risks involved?**

The evaluation activity will require some time from you, but no potential risks have been identified.

### **Do I have to take part in the evaluation?**

No, participation in the survey, interviews and observation is voluntary and you do not have to take part. Your school will not be informed about who has or has not taken part in the evaluation. We will ask you for your consent before each activity, so you can stop participating at any stage without giving a reason. You can also stop a survey or interview at any point in time, or skip any question. While staff members are free to withdraw from the evaluation at any stage, any data that has already been used in analysis cannot be omitted.

You can 'opt out' of the evaluation at this stage which means that you will not be invited to participate in any surveys or interview. Opting out at this stage, also means that we will delete any data related to your attendance in staff training that we receive from OAT. To opt-out, please complete the online opt-out form through the link below by **21<sup>st</sup> of June 2024**. You do not have to do anything if you would like to be invited to take part in evaluation activities. You can decline to participate at the point when you are invited, as well. [https://cei.syd1.qualtrics.com/jfe/form/SV\\_8HPQ1KQ1UTCOKq](https://cei.syd1.qualtrics.com/jfe/form/SV_8HPQ1KQ1UTCOKq)

Please contact us if there is anything that is not clear, if you have any questions, or need more information.

### **Who has reviewed this study?**

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

## **Section 2: Data**

### **Will my data be kept confidential?**

Your participation and all data collected will be kept confidentially and will be used for research purposes only. All data is kept securely and used only in the way described in this information sheet. In exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that there were concerns around safeguarding or professional misconduct. In these circumstances, CEI would only disclose necessary information to appropriate safeguarding channels.

### **What will happen to the results of the study?**

A report will be written and published on the EEF and YEF websites in September 2025, and disseminated through their networks and processes. Findings may also be disseminated via research publications. Participants' anonymity will be ensured in all publications – no names of schools/MICs, staff or pupils or other identifiable information will be reported. Short quotes from interviews will be included in publications, but these will never be identifiable to an individual, and contextual information that could identify an individual would not be used.

### **Will my school's data be shared or used in future studies?**

The data from school staff interviews, surveys, and observations, will not be shared or used in future research.

### **What personal data will be collected and how will it be handled?**

CEI have produced a [Data Privacy Notice](#)<sup>2</sup> which outlines your rights as a participant in this study. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use personal data by contacting [dpo@ceiglobal.org](mailto:dpo@ceiglobal.org) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

### Section 3: Further Information

If you have any further questions or require more information about the delivery of the Managed Intervention Centres, please contact OAT using the following contact details:

Wasim Butt, Director for AP & Special schools; [Wasim.butt@ormistonacademies.co.uk](mailto:Wasim.butt@ormistonacademies.co.uk)

If you have any questions or require more information about the evaluation, please contact CEI using the following contact details:

Katherine Young

Centre for Evidence and Implementation

The Evidence Quarter, Albany House,

London, SW1H 9EA

[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

Please opt-out by **21<sup>st</sup> of June 2024** using the link below. You do not have to do anything if you would like to be invited to take part in evaluation activities. You can decline to participate at the point when you are invited, as well.

Link to opt-out form: [https://cei.syd1.qualtrics.com/jfe/form/SV\\_8HPQ1KQ1UTCOKq](https://cei.syd1.qualtrics.com/jfe/form/SV_8HPQ1KQ1UTCOKq)

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<sup>2</sup>[https://www.ceiglobal.org/sites/default/files/uploads/files/MIC Data privacy notice\\_22 11 2023\\_updated09.12.2024.pdf](https://www.ceiglobal.org/sites/default/files/uploads/files/MIC Data privacy notice_22 11 2023_updated09.12.2024.pdf)

## Appendix D: MIC Staff Information Sheet

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

**PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS**

#### Section 1: Taking part

As a staff member working at the Managed Intervention Centre (MIC), the Centre for Evidence and Implementation (CEI) would like to invite you to take part in the pilot evaluation. Your insights about the feasibility of the MIC approach and its impact on pupils will be very valuable. This information sheet provides more information about what participation in the evaluation will involve.

#### Who is responsible for the study?

The new MICs in Stoke on Trent and Lowestoft are set up by the Ormiston Academies Trust (OAT) with funding from the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF). As part of this funding, the Centre for Evidence and Implementation (CEI) will independently evaluate the MICs. CEI's role is to collect feedback from school staff and MIC staff, as well as analyse data on children's progress during their placement in MICs.

#### What does taking part in the evaluation involve?

All MIC staff will be invited to take part in an interview, conducted by phone or virtual platform (e.g., TEAMS), depending on your preferences. This will be to discuss your views about the MIC approach, your experience in delivering the MIC curriculum and activities, your attendance and experience of the trauma-informed training, and perceived impacts for pupils attending MICs. Interviews will be spread across two waves: around October 2024 and May 2025. The interview will last approximately 45-60 minutes and will be audio-recorded; the audio recording will be destroyed securely after the interview has been transcribed. The evaluation team at CEI will ask you to re-consent verbally prior to the interview.

A researcher from the CEI team will visit your MIC twice, around November 2024 and again in February/March 2025. The observation will focus on feasibility of delivering the programme as intended, and on the participation and engagement of pupils. The observation will be captured as written notes, and no pupil or staff member will be named or identified. The observation is not to assess individual staff's teaching or meant to provide feedback to staff or OAT on lesson delivery.

CEI will observe a small number of randomly selected half-termly review meetings between the MIC and participating schools. All observations will be captured as written notes and no participant will be identified.

#### What are the possible benefits in taking part?

By participating, you will contribute to the testing and refining of the MIC approach, that could potentially be scaled up and tested further with a larger number of schools.

#### Are there any potential risks involved?

The evaluation activity will require some time from you, but no potential risks have been identified.

#### Do I have to take part in the evaluation?

Participation in the interviews and observation is voluntary and you do not have to take part. We will ask you for your consent before each activity, so you can stop participating at any stage without giving a reason. You can also stop the interview at any point in time, or skip any question. Whether or not you choose to take part in the evaluation activities will not affect your employment. While staff members are free to withdraw from the evaluation at any stage, any data that has already been used in analysis cannot be omitted.

Please contact us if there is anything that is not clear, if you have any questions, or need more information.

#### Who has reviewed this study?

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion. (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

#### Section 2: Data

### **Will my data be kept confidential?**

Your participation and all data collected will be kept confidentially and will be used for research purposes only. All data is kept securely and used only in the way described in this information sheet. In exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that there were concerns around safeguarding or professional misconduct. In these circumstances, CEI would only disclose necessary information to appropriate safeguarding channels.

### **What will happen to the results of the study?**

A report will be written and published on the EEF and YEF websites in September 2025, and disseminated through their networks and processes. Findings may also be disseminated via research publications. Participants' anonymity will be ensured in all publications – no names of schools/MICs, staff or pupils or other identifiable information will be reported. Short quotes from interviews will be included in publications, but these will never be identifiable to an individual, and contextual information that could identify an individual would not be used.

### **Will my school's data be shared or used in future studies?**

The data from staff interviews and observations, will not be shared or used in future research.

### **What personal data will be collected and how will it be handled?**

CEI have produced a Data Privacy Notice<sup>3</sup> which outlines your rights as a participant in this study. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use personal data by contacting [dpo@ceiglobal.org](mailto:dpo@ceiglobal.org) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

## **Section 3: Further Information**

If you have any further questions or require more information about the delivery of the Managed Intervention Centres, please contact OAT using the following contact details:

Wasim Butt, Director for AP & Special schools; [Wasim.butt@ormistonacademies.co.uk](mailto:Wasim.butt@ormistonacademies.co.uk)

If you have any questions or require more information about the evaluation, please contact CEI using the following contact details:

Katherine Young

Centre for Evidence and Implementation

The Evidence Quarter, Albany House,

London,

SW1H 9EA

[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

**PLEASE INDICATE IF YOU WOULD LIKE TO PARTICIPATE/NOT PARTICIPATE IN THE EVALUATION ACTIVITIES USING THE FOLLOWING LINK: [https://cei.syd1.qualtrics.com/jfe/form/SV\\_9QZM0jklvnGfd4](https://cei.syd1.qualtrics.com/jfe/form/SV_9QZM0jklvnGfd4)**

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<sup>3</sup>[https://www.ceiglobal.org/sites/default/files/uploads/files/MIC Data privacy notice\\_22 11 2023\\_updated09.12.2024.pdf](https://www.ceiglobal.org/sites/default/files/uploads/files/MIC%20Data%20privacy%20notice_22%2011%202023_updated09.12.2024.pdf)

## Appendix E: MIC Staff Online Consent Form

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

Please indicate if you would like to participate/not participate in the evaluation activities by completing this form. You can decline to participate at the point when you are invited, before each evaluation activity as well.

Please refer to the information sheet for more details. If you have any questions or require more information about the evaluation, please contact us:

Katherine Young  
Principal Advisor

CEI  
Katherine.young@ceiglobal.org

### Consent to take part in the Pilot evaluation of the Trauma-Informed Short-term Managed Intervention

I consent to take part in the Pilot evaluation of the Trauma-informed Short-term Managed Intervention led by the researchers at the Centre for Evidence and Implementation. This means I will receive an invitation to participate in evaluation activities (interview, observation).

I do not consent to take part in the Pilot evaluation of the Trauma-Informed Short-term Managed Intervention led by the researchers at the Centre for Evidence and Implementation. This means I will not receive an invitation to participate in evaluation activities (interview, observation).

**First Name**

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**Surname**

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**Signature**

---

**Date (DD/MM/YYYY)**

---

## Appendix F: OAT Core Team Information Sheet

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

**PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS**

#### Section 1: Taking part

As a member of the core delivery team, the Centre for Evidence and Implementation (CEI) would like to invite you to take part in the evaluation of the Managed Intervention Centres (MIC). Your insights about the feasibility of the MIC approach will be very valuable. This information sheet provides more information about what participation in the evaluation will involve.

#### **Who is responsible for the study?**

The new MICs in Stoke on Trent and Lowestoft are set up by the Ormiston Academies Trust (OAT) with funding from the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF). As part of this funding, the Centre for Evidence and Implementation (CEI) will independently evaluate the MICs. CEI's role is to collect feedback from school staff and MIC staff, as well as analyse data on children's progress because of attending the MICs.

#### **What does taking part in the evaluation involve?**

The OAT delivery team will be invited to take part in four interviews, conducted by phone or virtual platform (e.g., TEAMS), depending on your preference. This will be to discuss the barriers and facilitators to implementation of the pilot, issues raised in delivery and how they were addressed, and any potential lessons learned. The group interviews will be scheduled during MIC cycle 2, cycle 4, cycle 5, and at the end of cycle 6.

The consultant(s) responsible for delivering the trauma-informed practice training to schools may be invited to take part in a separate, one-to-one interview.

Interviews will last approximately 60-90 minutes and will be audio-recorded; the audio recording will be destroyed securely after the interview has been transcribed.

#### **What are the possible benefits in taking part?**

By participating, you will contribute to the testing and refining of the MIC approach, that could potentially be scaled up and tested further with a larger number of schools.

#### **Are there any potential risks involved?**

The evaluation activity will require some time from you, but no potential risks have been identified.

#### **Do I have to take part in the evaluation?**

Participation in the interviews is voluntary and you do not have to take part. We will ask you for your consent before each activity, so you can stop participating at any stage without giving a reason. You can also stop the interview at any point in time or skip any question. While you are free to withdraw from the evaluation at any stage, any data that has already been used in analysis cannot be omitted.

Please contact us if there is anything that is not clear, if you have any questions, or need more information.

#### **Who has reviewed this study?**

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

## Section 2: Data

### Will my data be kept confidential?

Your participation and all data collected will be kept confidentially and will be used for research purposes only. All data is kept securely and used only in the way described in this information sheet. In exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that there were concerns around safeguarding or professional misconduct. In these circumstances, CEI would only disclose necessary information to appropriate safeguarding channels.

### What will happen to the results of the study?

A report will be written and published on the EEF and YEF websites in September 2025, and disseminated through their networks and processes. Findings may also be disseminated via research publications. Participants' anonymity will be ensured in all publications – no names of schools/MICs, staff or pupils or other identifiable information will be reported. Short quotes from interviews will be included in publications, but these will never be identifiable to an individual, and contextual information that could identify an individual would not be used.

### Will my school's data be shared or used in future studies?

The data from the interviews will not be shared or used in future research.

### What personal data will be collected and how will it be handled?

CEI have produced a [Data Privacy Notice](#) which outlines your rights as a participant in this study. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use personal data by contacting [dpo@theevidencequarter.com](mailto:dpo@theevidencequarter.com) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

## Section 3: Further Information

If you have any further questions or require more information about the delivery of the Managed Intervention Centres, please contact OAT using the following contact details:

Wasim Butt, Director for AP & Special schools; [Wasim.butt@ormistonacademies.co.uk](mailto:Wasim.butt@ormistonacademies.co.uk)

If you have any questions or require more information about the evaluation, please contact CEI using the following contact details:

Katherine Young

Centre for Evidence and Implementation

The Evidence Quarter, Albany House,

London,

SW1H 9EA

[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

## Appendix G: ARC Trainer Information Sheet

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

**PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS**

#### Section 1: Taking part

As a member of the core delivery team, the Centre for Evidence and Implementation (CEI) would like to invite you to take part in the evaluation of the Managed Intervention Centres (MIC). Your insights about the feasibility of the MIC approach will be very valuable. This information sheet provides more information about what participation in the evaluation will involve.

#### **Who is responsible for the study?**

The new MICs in Stoke on Trent and Lowestoft are set up by the Ormiston Academies Trust (OAT) with funding from the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF). As part of this funding, the Centre for Evidence and Implementation (CEI) will independently evaluate the MICs. CEI's role is to collect feedback from school staff and MIC staff, as well as analyse data on children's progress because of attending the MICs.

#### **What does taking part in the evaluation involve?**

The OAT delivery team will be invited to take part in four interviews, conducted by phone or virtual platform (e.g., TEAMS), depending on your preference. This will be to discuss the barriers and facilitators to implementation of the pilot, issues raised in delivery and how they were addressed, and any potential lessons learned. The group interviews will be scheduled during MIC cycle 2, cycle 4, cycle 5, and at the end of cycle 6.

The consultant(s) responsible for delivering the trauma-informed practice training to schools and MICs may be invited to take part in a separate, one-to-one interview.

Interviews will last approximately 60-90 minutes and will be audio-recorded; the audio recording will be destroyed securely after the interview has been transcribed.

#### **What are the possible benefits in taking part?**

By participating, you will contribute to the testing and refining of the MIC approach, that could potentially be scaled up and tested further with a larger number of schools.

#### **Are there any potential risks involved?**

The evaluation activity will require some time from you, but no potential risks have been identified.

#### **Do I have to take part in the evaluation?**

Participation in the interviews is voluntary and you do not have to take part. We will ask you for your consent before each activity, so you can stop participating at any stage without giving a reason. You can also stop the interview at any point in time or skip any question. While you are free to withdraw from the evaluation at any stage, any data that has already been used in analysis cannot be omitted.

Please contact us if there is anything that is not clear, if you have any questions, or need more information.

#### **Who has reviewed this study?**

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

## Section 2: Data

### Will my data be kept confidential?

Your participation and all data collected will be kept confidentially and will be used for research purposes only. All data is kept securely and used only in the way described in this information sheet. In exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that there were concerns around safeguarding or professional misconduct. In these circumstances, CEI would only disclose necessary information to appropriate safeguarding channels.

### What will happen to the results of the study?

A report will be written and published on the EEF and YEF websites in September 2025, and disseminated through their networks and processes. Findings may also be disseminated via research publications. Participants' anonymity will be ensured in all publications – no names of schools/MICs, staff or pupils or other identifiable information will be reported. Short quotes from interviews will be included in publications, but these will never be identifiable to an individual, and contextual information that could identify an individual would not be used.

### Will my school's data be shared or used in future studies?

The data from the interviews will not be shared or used in future research.

### What personal data will be collected and how will it be handled?

CEI have produced a [Data Privacy Notice](#) which outlines your rights as a participant in this study. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use personal data by contacting [cei.dpo.uk@ceiglobal.org](mailto:cei.dpo.uk@ceiglobal.org) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

## Section 3: Further Information

If you have any further questions or require more information about the delivery of the Managed Intervention Centres, please contact OAT using the following contact details:

Wasim Butt, Director for AP & Special schools; [Wasim.butt@ormistonacademies.co.uk](mailto:Wasim.butt@ormistonacademies.co.uk)

If you have any questions or require more information about the evaluation, please contact CEI using the following contact details:

Katherine Young

Centre for Evidence and Implementation

The Evidence Quarter, Albany House,

London,

SW1H 9EA

[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

## Section 4: Providing Consent

**I agree to participate in an interview.**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

## Appendix H: Parent/Carer Information Sheet and Withdrawal Form

### Pilot evaluation of the Trauma-informed Short-term Managed Intervention Centre

**PLEASE KEEP A COPY OF THIS INFORMATION SHEET FOR YOUR RECORDS**

#### Section: Taking Part

Your child has been referred to the Managed Intervention Centre (MIC) by the school to help improve their behaviour. The MIC is located offsite and provides five-week placements for pupils at risk of exclusion. Your school would have discussed the details of MIC and the behavioural policy in details with you already in a one-to-one meeting.

The new MICs in Stoke on Trent and Great Yarmouth have been set up with funding from the Education Endowment Foundation (EEF) and the Youth Endowment Foundation (YEF). As part of this funding, the Centre for Evidence and Implementation (CEI) will independently evaluate the MICs. CEI's role is to collect feedback from school staff and MIC staff, as well as analyse data on your child's progress during their placement. We would like to invite your child to be part of the evaluation of the MIC.

#### **Why has my child been invited to take part in the evaluation?**

All pupils attending the MIC will be participating in this study. Your child's school has agreed to participating in the study, and the parents/carers of all pupils referred to the MIC are being sent this information sheet by the school.

#### **What does this note cover?**

This note provides you with more information about what data will be shared about your child with CEI, and how it will be used. At the end of the form, you will have the opportunity to withdraw consent if you do not want your child's data to be shared with CEI.

This note does not provide information about the MIC itself, as you will have received information on the school's behavioural policy and your child's placement at the MIC from the school. Any further information on the MIC can be obtained from the school, or from the named contact at OAT provided at the end of this note.

#### **What does taking part in the evaluation involve?**

CEI will be collecting information to help understand whether the managed intervention has benefits for pupils, such as improved behaviour and reduced risk of permanent exclusion. To do this OAT will share the following information with CEI:

- Name, postcode, unique learner number, and school identifier
- Demographic information (*age, date of birth, year group, sex, ethnicity*)
- Specific vulnerabilities or needs (*Looked after Children; Children in Need or other agency involvement; Education, health and care plan; Special educational need or other need; Free school meals, English as Alternative Language*)
- Reason for referral to the MIC
- Attendance at the MIC, completion of MIC programme activities by pupils, and content of the personalised plan created at the end of placement
- Follow-up data on whether pupils stay in school, make planned transfer, or are permanently excluded
- MIC staff will also ask your child to complete a questionnaire at the start and end of their placement. It is called the *Strengths and Difficulties* questionnaire and includes questions about your child's behaviour and emotional wellbeing. The questionnaire takes 5 to 10 minutes to complete, and MIC staff will support your child if needed.

CEI may observe lessons at the MIC to understand if MIC staff are able to deliver lessons in line with their training and if pupils are participating and engaging. The observation will be captured only in written notes. No names will be written down, and no image, video or audio recordings will be made. MIC staff will inform you if this were to take place during your child's lesson, and we will not go ahead in case you do not want a member of the evaluation team to observe your child's lesson.

### Who has reviewed this evaluation?

This study was reviewed by the Social Research Association's Ethics Committee, and given a favourable ethical opinion (Graham Farrant, Chief Executive of the SRA, can be contacted via email at [graham.farrant@the-sra.org.uk](mailto:graham.farrant@the-sra.org.uk)).

### Will my child's data be kept confidential?

Your child's data will be shared securely (password protected file) with CEI and it will be stored securely in a folder only accessible to CEI. All analyses and results will be reported for the entire group of pupils referred to the MICs, and your child will never be identified in any of the reports.

In exceptional circumstances, for example if an adult said anything that made us concerned about a child's well-being, we would need to tell someone. In these circumstances, we would only disclose necessary information to appropriate members of staff at OAT or other professionals outside of OAT (if we were seriously concerned about risk of harm to a child).

### What will happen to the results of the study?

A report will be written and published on the EEF and YEF websites in September 2025. Your child will never be named in any reporting.

### Will my child's data be shared or used in future studies?

Every time EEF and YEF support an evaluation, they ask that certain data be submitted to a secure archive held by Office for National Statistics. This is done so that they can understand which approaches are most effective and can follow-up on children's progress using other administrative data collected and held by ONS. As part of this study, CEI will therefore submit the data on referred pupils to the EEF data archive at the end of project in September 2025. The archive does not contain identifying information like pupil name, contact details and date of birth, but does hold a Pupil Matching Reference (PMR). The PMR is used for further matching to the National Pupil Database and other administrative datasets that may be required as part of subsequent research. For information on how the EEF will use and protect pupil data, please see their Data Protection Statement [here](#).

### What personal data will be collected and how will it be handled?

We have produced a [Data Privacy Notice](#)<sup>4</sup> which outlines your child's rights as a participant in this evaluation. It also outlines the details of personal data that will be collected, the purpose, the storage, the lawful basis of processing personal data, the protection, the sharing agreements. You can find out more about how we use your personal data by contacting [dpo@ceiglobal.org](mailto:dpo@ceiglobal.org) (at CEI) or [dpo@ormistonacademies.co.uk](mailto:dpo@ormistonacademies.co.uk) (at OAT).

### Does my child have to take part in the evaluation?

Participation in the *evaluation* is voluntary. If you are happy for your child to take part in the evaluation, **no action is required**. If you do **not** want your child to take part in the *evaluation*, please fill in the withdrawal form and return it to your child's school. This would mean that your child would still attend the MIC but that their data would not be shared with CEI.

You can withdraw your child from the evaluation at any stage, but any data that has already been used by CEI will remain part of the evaluation.

- If the child is withdrawn prior to the start of their placement, no data from your child will be shared or processed.
- If the child is withdrawn after their placement, your child's data will be shared and processed but not reported or archived.
- If the child is withdrawn after March 2025, your child's data will be shared, processed, reported in publications, and archived.

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<sup>4</sup> [https://www.ceiglobal.org/sites/default/files/uploads/files/MIC Data privacy notice\\_22 11 2023\\_updated09.12.2024.pdf](https://www.ceiglobal.org/sites/default/files/uploads/files/MIC Data privacy notice_22 11 2023_updated09.12.2024.pdf)

## Section: Withdrawal form

Please complete and return this form to your child's school **only if you DO NOT want your child to take part in the evaluation.**

I <b>do not want</b> my child to take part in the <b>Pilot evaluation of the Trauma-informed Short-term Managed Intervention</b> led by the researchers at the Centre for Evidence and Implementation.	
<b>Name of Child</b>	<b>Name of Parent/Carer</b>
First name _____	First name _____
Surname _____	Surname _____
School _____	
Signature of parent/carers _____	
Date _____	

## Section: Further Information

If you have any further questions or require more information about the MIC, please contact OAT using the following contact details: Wasim Butt ([wasim.butt@ormistonacademies.co.uk](mailto:wasim.butt@ormistonacademies.co.uk))

If you have any questions or require more information about the data shared as part of this evaluation, please contact CEI using the following contact details:

Katherine Young  
Centre for Evidence and Implementation  
The Evidence Quarter, Albany House,  
London, SW1H 9EA  
[katherine.young@ceiglobal.org](mailto:katherine.young@ceiglobal.org)

## Appendix I: Table of Trauma-Informed Practice Indicators observed in lesson delivery

<i>Indicators of Trauma Informed Practice</i>	Frequency of observation	Setting(s) observed
Discussing emotions	3	Both
De-escalating conflicts	3	Both
Showing empathy	4	Both
Attempting to establish/repair trust	3	Both
Listening to the needs of pupils and collaborating to understand how they can be met	4	Both
Demonstrating personalisation/respect	3	Both
Building safety (e.g., asking pupils what they need to feel safe, attempting to prevent re-traumatisation)	1	MIC B
Demonstrating transparency (e.g., being open, explaining what they are doing and why, staff doing what they say they will do, expectations being made clear and not overpromising)	2	Both
Providing choice (e.g., ensuring pupils have a voice in decision-making, staff explaining choices clearly and transparently)	4	Both
Facilitating pupil empowerment (e.g., validating feelings and concerns of pupils, supporting pupils to make decisions and act)	4	Both
Being culturally considerate (e.g., avoiding cultural stereotypes and biases based on gender, sexual orientation, age, religion, disability, geography, race or ethnicity)	3	Both
Showing curiosity in pupils (e.g., asking questions about possible reasons for non-compliant pupils)	4	Both
Teaching trauma education, awareness and mental wellbeing	1	MIC B
<ul style="list-style-type: none"> <li>Using 'time-outs' as a positive regulation tool (e.g., a young person chooses it and where the destination is a pleasant room where they feel safe/able to re-regulate).</li> </ul>	2	Both
Showing attunement – being aware of pupils' cues and responding accordingly	4	Both
Supporting pupil with agency and problem-solving	4	Both
Using destressing and regulation tools (e.g., deep breathing exercises, emotion charts/cards, sensory tools like stress balls or fidget toys, "calming corners" etc.)	2	Both
Using 'time-outs' as a positive regulation tool (e.g., a young person chooses it and where the destination is a pleasant room where they feel safe/able to re-regulate).	2	Both
Establishing structure and routine and creating a sense of predictability, security and safety (e.g., clear timetable for the day, repeatability, helping to develop new skills)	3	Both
Using incentive systems to build positive behaviour	2	MIC A
Collaboration (e.g., formal and informal peer support and mutual self-help)	4	Both

## Appendix J: Table of Trauma-Informed Practice Counter-Indicators observed in lesson delivery

<i>Counter-Indicators of Trauma Informed Practice</i>	Frequency of observation	Setting(s) observed
Using judgmental language	1	MIC A
Escalating or negatively engaging in conflict with pupils around non-compliant behaviour (e.g., shouting, being sarcastic, demanding apology, trying to win conflict, etc.)	2	Both
Ignoring conflict among pupils	1	MIC B
Using threats (e.g., telling parents)	1	MIC B
Labelling pupils	1	MIC B
Lack of structure and routine (e.g., not following a clear timetable)	2	MIC B

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